# 2015 NCWC Lesson Plan Rubric\*

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|  | **Emerging 6.0-6.9 (60-69)** | **Developing 7.0-7.4 (70-74)** | **Proficient 7.5-9.6 (75-96)** | **Accomplished 9.7-10 (97-100)** | **Score/Level** |
| --- | --- | --- | --- | --- | --- |
| Essential Question and NC Standards Alignments | No Standards are mentioned in lesson or Standards are alluded to in lesson. Lesson is loosely related to Standards. Essential question is not present or is not related to the primary focus of the Standards. | Some relevant Standards are referenced. Lesson is influenced by Standards. Too many or too few Standards are included. (Lesson may name many Standards instead of focusing on important, key Standards; alternately, lesson may not name relevant key Standards). Essential question is somewhat related to the Standards. | Appropriate key Standards are referenced. Lesson is guided by Standards. Essential question relates to the Standards and is focal to the lesson activities. | All appropriate key Standards covered are referenced. Essential question aligns to the Standards and is the primary focus of the lesson as evidenced by the clear connection between the essential question and lesson plan activities, assessment, and differentiation strategies. | 96 |
| **Standards**  **NC- North Carolina Professional Teaching Standards (2015)**  **Standard:** NCPTS.III - Teachers know the content they teach. | | | |
| Learning Targets/ Objectives | Learning Targets do not provide a clear sense of what students will know and be able to do as a result of the lesson. Some of the objectives are related to the Standards. | Learning Targets provide some sense of what students will know and be able to do as a result of the lesson. Most of the objectives are related to the Standards. | Learning Targets provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives are clearly and closely related to the Standards. | Learning Targets provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives are clearly and closely related to the Standards. Objectives are written as appropriate learning targets. | 97 |
| **Standards**  **NC- North Carolina Professional Teaching Standards (2015)**  **Standard:** NCPTS.III - Teachers know the content they teach. | | | |
| Teacher-Created Supporting Materials and Resources | Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Materials do not enhance lesson.  Many resources needed for lesson are not included in plan | Supporting materials and student handouts are clear and complete. Materials enhance lesson.  Some resources needed for this lesson are not included in plan. | Supporting materials and student handouts are clear, complete, and appealing to students. Materials enhance lesson significantly. Resources needed for this lesson, including media, are included in plan. | Supporting materials and student handouts are clear, complete, and appealing to students. Supporting materials encourage critical thinking. Materials enhance lesson significantly. Resources needed for this lesson, including media, are included in plan, and notes about assembling materials, contacting outside guests, or locating additional resources are included, as well. | 96 |
| **Standards**  **NC- North Carolina Professional Teaching Standards (2015)**  **Standard:** NCPTS.IV - Teachers facilitate learning for their students. | | | |
| Pre-Assessment (Access Prior Knowledge) | Pre-Assessment is somewhat related to learning targets and Standards. Assessment is not appropriate for all students' learning styles and strengths. | Pre-Assessment is related to learning targets and Standards. Assessment is less accessible for students with certain learning styles and strengths. | Pre-Assessment is directly related to learning targets and Standards. Assessment provides opportunities for students with varying learning styles and strengths to excel. | Pre-Assessment is directly related to learning targets and Standards. Both formative and summative assessment are included. Assessment provides opportunities for students with varying learning styles and strengths to excel. | 97 |
| **Standards**  **NC- North Carolina Professional Teaching Standards (2015)**  **Standard:** NCPTS.IV - Teachers facilitate learning for their students. | | | |
| Teacher Input – Instructional Activities | Activities relate peripherally to learning targets. Some activities are extraneous or irrelevant. Activities are not accessible to students with different learning styles and strengths. | Activities relate to learning targets. A few activities may be extraneous or irrelevant. Activities are accessible to students of more than one learning style of strength. | Activities provide a logical path to meeting learning targets. No activities are extraneous or irrelevant. Students of many learning styles and strengths can benefit from activities. | Activities follow best practices and provide a logical path to meeting learning targets. Students of many learning styles and strengths can benefit from activities. Activities use an inquiry or problem-based approach. | 100 |
| **Standards**  **NC- North Carolina Professional Teaching Standards (2015)**  **Standard:** NCPTS.IV - Teachers facilitate learning for their students. | | | |
| Guided Practice – Instructional Activities | Activities relate peripherally to learning targets. Some activities are extraneous or irrelevant. Activities are not accessible to students with different learning styles and strengths. | Activities relate to learning targets. A few activities may be extraneous or irrelevant. Activities are accessible to students of more than one learning style of strength. | Activities provide a logical path to meeting learning targets. No activities are extraneous or irrelevant. Students of many learning styles and strengths can benefit from activities. | Activities follow best practices and provide a logical path to meeting learning targets. Students of many learning styles and strengths can benefit from activities. Activities use an inquiry or problem-based approach. | 96 |
| **Standards**  **NC- North Carolina Professional Teaching Standards (2015)**  **Standard:** NCPTS.IV - Teachers facilitate learning for their students. | | | |
| Independent Practice – Instructional Activities | Activities relate peripherally to learning targets. Some activities are extraneous or irrelevant. Activities are not accessible to students with different learning styles and strengths. | Activities relate to learning targets. A few activities may be extraneous or irrelevant. Activities are accessible to students of more than one learning style of strength. | Activities provide a logical path to meeting learning targets. No activities are extraneous or irrelevant. Students of many learning styles and strengths can benefit from activities. | Activities follow best practices and provide a logical path to meeting learning targets. Students of many learning styles and strengths can benefit from activities. Activities use an inquiry or problem-based approach. | 96 |
| **Standards**  **NC- North Carolina Professional Teaching Standards (2015)**  **Standard:** NCPTS.IV - Teachers facilitate learning for their students. | | | |
| Assessment | Assessment is somewhat related to learning targets and Standards. Assessment is not appropriate for all students' learning styles and strengths. | Assessment is related to learning targets and Standards. Assessment is less accessible for students with certain learning styles and strengths. | Assessment is directly related to learning targets and Standards. Assessment provides opportunities for students with varying learning styles and strengths to excel. | Assessment is directly related to learning targets and Standards. Both formative and summative assessment are included. Assessment provides opportunities for students with varying learning styles and strengths to excel. | 96 |
| **Standards**  **NC- North Carolina Professional Teaching Standards (2015)**  **Standard:** NCPTS.IV - Teachers facilitate learning for their students. | | | |
| Differentiation Strategies | Lesson plan includes minimal differentiated instruction, but not specifically addressing designated students. | Lesson includes some differentiated instruction for designated students, but not all. | Lesson clearly offers appropriate challenges for students of all levels, including the designated diverse learners (EC, ELL, and AIG). | Lesson clearly offers appropriate, creative, and well-integrated challenges for all designated diverse learners and students of various learning styles. | 60 |
| **Standards**  **NC- North Carolina Professional Teaching Standards (2015)**  **Standard:** NCPTS.II - Teachers establish a respectful environment for a diverse population of students. | | | |
| Lesson Plan Format and Mechanics (including time allotment and closure) | Does not utilize the NCWC lesson plan correctly including any of the following: incomplete lesson closure, spelling and grammar are unacceptable, and learning targets may not all accomplishable for many students in the time allotted. | Covers most of the NCWC lesson plan, but omits a required element including all of the following: lesson plan contains spelling and grammar errors, closure is provided for the activity, and learning targets are accomplishable by almost all students in the time allotted. | Covers all points of the NCWC lesson plan thoroughly including all of the following: lesson plan contains few spelling and grammar errors, closure is appropriate for the activity, learning targets are accomplishable in the time allotted. | Covers all points of the NCWC lesson plan thoroughly, including use of best practices for instruction. Spelling and grammar in lesson plan are flawless.  Closure activity facilitates deep thinking and reflection. Learning targets are accomplishable by all students in the time allotted. | 80 |
| **Standards**  **NC- North Carolina Professional Teaching Standards (2015)**  **Standard:** NCPTS.IV - Teachers facilitate learning for their students. | | | |

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